

# THE FILIPINO TEACHER

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**"THE PHILIPPINE TEACHERS' ASSOCIATION"**

**GUILLERMO SANTOS, Chief.—Editor.**

**ANASTACIO QUIJANO, Manager.**

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## WHAT A SCHOOL NEEDS.

BY VICENTE DIAZ

A school is an organization, and like all organizations it was organized for a definite purpose. The existence of any organization is justifiable only when that organization does something towards the realization of its object. Therefore a school is school only when it responds to the purpose for which it was established. In order to respond to that purpose, a school has to have, besides pupils, two other essential factors,— a body of earnest, conscientious teachers and a good discipline.

In order to clearly understand the importance of the first factor to any school, we must first ask ourselves this question: What is the object of the school? Before attempting to answer so important a question let us bear in mind one little

word: children. The children of to-day will be the ruling generation of to-morrow, and what generation will the next generation be, depends exclusively upon the children not of to-morrow but of to-day. The children of to-day must therefore be educated so that they will be enlightened, industrious and law-abiding. They must also be taught to regard the rights of others so that theirs will also be regarded; and above all, they must be made to always love that sweet thing – obedience. In other words, the children of to-day must be educated so that they will become better men and women, thus taking their places in the community with a practical knowledge of the virtues and duties of law-abiding citizens. If there is any way by which, they can, while young learn these things, it is by sending them to school. Thus we come to the answer of our question: the school works towards

one end: the building of character which is of itself the preparation of future citizens.

Since good moral character is the corner-stone of any good government and since the school is the place where the developement of good character takes place, we see why the teacher is the most essential factor of the school.

There are two ways of developing good moral character in the children—by precept and by example. A teacher, whether he or she knows it or not, teaches more by example than by precept. It is not surprising therefore why pupils take many things from the customs and manners of their teacher whose teachings bear no little influence in the life of the pupils. So how the children will stand as members of society in the years that are to come, depends to a great extent upon the character and teachings of their teacher who is their leader, mentor and helper. It is therefore conclusive, that as is the teacher so is the school; and as is the school so is the government. In view of all these facts, the matter of having earnest, conscientious teachers in the school should be strongly emphasized.

But a good teacher is not the only factor needed for the success of the school, for it is a well established fact that, however earnest, systematic and thorough the teacher may be, his efforts will be of no avail if the school lacks that other important factor—good discipline.

Children are children; they are the unruly in every community; they are free from care and love to play more than anything else. So unless immediate steps are taken by the teacher to make them learn to put aside all play during school-hours; unless proper steps are made to make them learn and practice their lesson in citizenship such as obedience, industry, regard for the rights of others etc., unless they are made to see that any word or act on their part which is unbecoming of a gentleman can not be overlooked; in other words, unless proper discipline is

maintained in school, the efforts of the teacher will be in vain, and the pupils instead of learning, only waste their time. Under these conditions, the school is not responding to the purpose for which it was established, and in justice to its supporters, it should be closed.

Closing the doors of the school, means depriving the children of the opportunity of learning how to be intelligent citizens; conducting a school that is doing nothing for the cause of the people, is ridiculous, not to say criminal. Since we can do neither one nor the other, it is only proper and fitting that we look for some ways and means in order to make the school answer to the end towards which it is working. How to make it answer to that end, is a problem, but like all problems it can be solved. Its solution, I believe, lies in the two essential factors above mentioned. Of course books are also necessary but they are only second in importance to the two factors here given.

If it was deemed unnecessary to suggest the qualifications that the teachers must possess, as also any suggestion for the discipline of the school, it is because the reader will only consider the suggestions both gratuitous and unnecessary.

—

**Continuation of the address delivered by Mr. C. H. Magee on the 6th. Anniversary of the Philippine Teachers' Association. Mr. Magee was the acting Superintendent of Manila Public Schools during Mr. O'Reilly's absence.**

(The first part of this address is found in the April issue of this Journal).

### **Experience.**

Where conditions as regards education are equal in applicants for the position of teacher, the matter of experience is next considered. It is naturally assumed that the longer a person does a thing the more proficient he becomes. This is as true in the teaching profession as in all others. Experience is the knowledge derived from

proof furnished by one's faculties or senses. This is the most practical education and is the stock in trade of the good teacher. He must cherish his experience as a teacher and be able to secure from his superintendent recommendations showing that he has given good results, has been progressive and has improved in his methods of teaching, has the power of inspiring the pupils and arousing and directing the activities of all the higher faculties of the mind; that he has been in contact with the business and professional world.

A teacher must not limit his activities to his school work but must go out and meet people; his field is not the school room but the whole world. He learns by contact with educated people, learns their wants and needs, their hopes and ambitions for their children, and he returns to the school room filled with the determination and desire to prepare the children to fulfill the expectations of their parents. Keep this in mind that every day's work is part of your stock in trade; that you are working for results and that by your results you will be judged by those over you and the community at large.

### Personality.

One of the most important qualities in an individual is his personality. Just what constitutes personality is hard to define but nevertheless it is as important to the success of a person as it is difficult to explain. It may be defined as, the attributes, taken collectively, that make up the character and nature of an individual. These are the three attributes, consciousness, character and will. We have all passed upon the personality of people; we either like or dislike them. We say that they are selfish, or proud, have no sympathy or have nothing in common with others. We just naturally pass upon them and form conclusions which affect our intercourse with them. It is the same way with the pupils; they

either like or dislike their teacher from the first. It is that personal quality which every teacher has and which affects his work for good or bad; it distinguishes him from all other persons.

A person may be well educated for the profession of teaching and yet be unfortunate in his personality; he may be unable to have the pupils feel that he is in sympathy with them; his manner before the class may be such that it is impossible for the pupils to respond to his efforts.

### Character.

Teachers should be selected for high moral character, and the power to cultivate it in their pupils. Character is more or less the result of training, and only teachers of high moral character are able to cultivate it in their pupils. Character must not be confused with reputation—character is what a person is; reputation what he is thought to be. One of the first things that an applicant has to do is to convince his employer that he comes seeking the position with a good reputation from the community in which he last lived. His true character can only be learned through direct contact with him through a greater or lesser period.

I wish to invite your attention to the greatest reason why teachers should possess the highest moral character. Did you ever stop to think of the time that the pupil spends in the presence of his teacher? I think that it can safely be said that the child spends nearly twice as much time with his teacher as with his parents, that is, after he is of school age. When he is old enough to go to school, his time is divided between the school, the home, and in playing with other children. You can readily appreciate what a great influence you have over the future of the child and I wish you to always bear this in mind.

The teacher stands in the relation of parent to the child as regards his influence on the child's future. He should live true to his high ideals, be loyal to the parents

in the charge they have given him, and always strive to instill into the minds of the pupils his high ideals. I can find no better words to express the true meaning that I wish to convey than in the words of another; who says. «For after all the lessons are said, that which the child will inherit as the priceless legacy of his school days will be the view he takes of life, and the ideals his soul has acquired in that unseen communion with the soul of his teacher».

### Purpose

A person may be well educated, a graduate of a normal school and universities, a person with wide experience in the world and as a teacher, with a most pleasing and engaging personality, of the highest character, and still be a failure in whatever business he engages,—possessing all the qualities that make for success in the world and yet lack something. The natural query is, what is the matter? The answer is usually found in one short sentence. He has no purpose in life. He is like a well equipped ship with no port to enter. Wandering aimlessly over the seas, doing the world no good yet capable of rendering good service.

Every person should have a purpose in view. This is especially true of the teacher and should be the keynote to his daily work. Have a purpose in life and let that purpose be a high and worthy one. Let it animate your work from day to day. The only failure you ought to fear is failure in sticking to the purpose you see to be best.

### Recapitulation.

To sum up these qualities of a successful teacher, qualities which you have found in those teachers who have been loved by their pupils, respected by the community and honored by the parents, you will find a well educated person from the scholastic standpoint and from that of the world at large; a person with experience in his chosen profession, who

knows not only the things pertaining to his profession but is in close touch with the course of events throughout the world; a person of strong personality, fit to grapple successfully with the numerous problems that confront him whose labors will not be impaired by anger nor weakened with adulation, who will be always just and always impartial; a person with a character beyond reproach, who knows the right and who does not fear to do the right at all times and in all places, whose veracity is never questioned, whose high ideals are an inspiration to his pupils; a person, finally, whose soul is in his work, who never swerves from his fixed purpose but continues day by day to carry out with all his efforts the work he has undertaken.

### Pearls of Thought.

We become parts of what we read. This is a burning truth. If you know what books a man's favorite are you can tell what sort of a fellow he is. Books which we are fond of reading influence, to an extent, our character, our disposition and perchance, our thoughts. We must then carefully choose the books which we are to read.

Our mind is like a garden where everything can grow. But, we do not want to have it crowded with noxious weeds which will only spoil the beauty of our garden and the growth of our cared-for plants; nor shall we ever plant in it poisonous seeds which will ruin purity and excellence of this our garden. What we ought to sow and allow to grow are only those plants which will bear flowers whose celestial fragrance will fill the soul with perennial joy; and the fruits of which will feed our hungry Thought with its life-giving substance. What we ought and must only sow in the garden of our mind are the seeds of nobleness, excellence, inspiration, courage and determination—something which will germinate the seed of enthusiasm and awaken the unlimited possibilities lying dormant within the castle of our Subconscious Mind.

We have selected (and will select) some choice gems of Thought to present to our readers and we hope you may profit a little, if not much, from expounding and digesting their meanings.

\* \*

A wise saying is only wise to those who know the wisdom it contains.

A potato is more valuable to a swine than a pearl.

\* \*

Impressions firmly fixed in the mind and long cherished are forgotten with great difficulty. They color our character.

How important, then, they should be good ones!

\* \*

The best mode of gaining a high reputation is to be what you appear to be.

\* \*

All the power of earth and air are on the side of him who aspires.

\* \*

The highest possible wisdom is within the reach of every human being;—why then persist and insist in remaining ignorant?

\* \*

Stick to your work whatever it be and make yourself worthy of it. All work is noble that is nobly done.

\* \*

Beware of marrying a girl who doesn't care how she looks at home. Do you see any reason to it? Of course.....

\* \*

What do you think of a man who is satisfied with mediocrity?—that commonness doesn't trouble him? Well, that means his character is going downhill, is it not?

\* \*

We ought to be careful of our judgment and not limit other people's knowledge by our own ignorance.

\* \*

Ignorance is a subtle cloud which conceals from our vision the beauties and the wonders of the world around—destroyed, our eyes will behold the real glory of life and taste the pleasures of true joy.

The love of excellence is the foundation of the noblest character without which you will descend the chasm of degeneration.

Would you like to rise up and be a power in the world? Here's the secret.—Cultivate your faculties, foster noble thoughts, and practice good deeds.

\* \*

Two things are necessary to successful work: concentration of energies upon the work; and a calm trust in your ability to succeed.

\* \*

What is kindness?—It is the truest wisdom;—the expression of a man's higher nature, the manifestation of the true self. It is the force which binds men together in the bonds of friendship, the essential factor to the proper development of human nature.

ANDERSON.

\* \*

The man who sees good only in his own beliefs, does not see the good at all. He only sees his own opinion about the good.

\* \*

Do you have any trouble? Cover it with the mantle of happiness, and let the alchemic sunbeams of joy shine upon your soul—thus annihilating the cloud of misery that darkens our mind, leaving only peace and harmony to reign in its realms.

\* \*

Change or improve your environment as rapidly as you can, but while it remains, do not antagonize anything that may be in it.

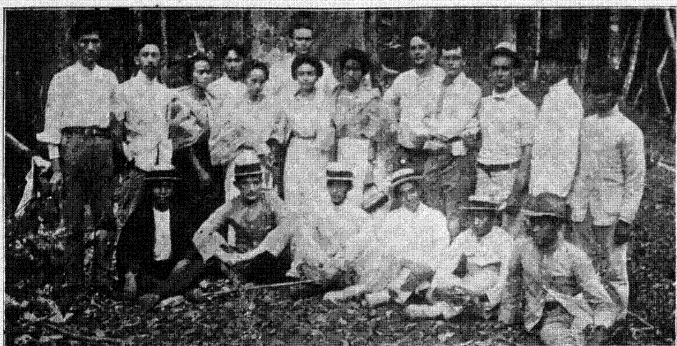
SCRUTINIZER.

## The Excursion to Lamao.

### Continuation

(The first part of this excursion is found in the July issue of this Journal).

*Our Journey to the Third Station.*—The next morning after we had taken our breakfast (7:20) we started off again on foot towards the Third Station. This was the most difficult and tiresome journey I ever made in my life. On the way one



EXCURSION TO LAMAO.

of our friend Mr. Diaz, felt so thirsty, dizzy and tired that he almost perished in the forest, and, had it not been for his Companion he would have surely found his grave in those woods.

At first everyone was excited and joyful. Many of us carried a more or less heavy load. My companion and I tied our provision bag to a bamboo pole, and bore it on our shoulders like two persons carrying a roasted pig to the market. At the beginning of our journey our stuff was not so heavy but it became heavier and heavier as we walked up the hills and mountains. About an hour later we passed two brooks and though we were told that there would be no water for a long distance, we only filled a bottle a little larger than that used for Tansan mineral water.

The path in the woods was very narrow and winding. The mountains because of being steep were very hard to climb. Soon we got fatigued and almost breathless, yet we were determined to go forward, cost what it might. On account of the great weariness we were enduring, we paid no attention whatever to anything by the way-side.

When we reached about half the distance, we could hardly move our feet. Our whole strength was exhausted. Had you seen our miserable condition and the way

we plodded along the rough and slippery road, you would have pitied us. By this time we had drunk all the water we got and the other teachers had left us. We heard the flowing of a stream and decided to go down into the valley to get water. We had already descended nearly a mile from the summit of the mountains but still no water was to be found. My companion went down the farthest, yet all was in vain, for he got discouraged when he found himself on a high precipice and saw that the highest trees in the valley were still below him. So we turned back. In descending as well as in ascending we suffered very much. My bare arms and feet were scratched by many thorns which caused them to bleed. When we reached the summit, we could scarcely speak. We lay down on the ground as if dead. Our bodies were exceedingly weak. Our undershirts were very wet as though a pail of water had been poured upon us.

Having part of our strength recovered, we commenced plodding again. The provision bag we were bearing on our shoulders caused us great difficulty in walking. Hardly had we walked thirty feet when we lay down on the ground groaning, "¡Ay! ¡ay!" We were only three now. Our two companions had gone back to the Second Station and the rest, as already stated, had

left us. According to our guide, the Third Station was still far.

About one o'clock we fell so thirsty that we did not know what to do. We were not, hungry because we had already had our dinner on the way. My companion, having thought of the melon in the bag, took it out and we three ate it. This satisfied our thirst a little, but a few minutes later we began to feel thirsty again.

Though we were very tired, we went on and on and on. When we reached the top of a hill we heard somebody calling out loud; we did the same, and after a while we saw a man running towards us. It was the friend of our guide and he told us that he and his companions had lost the way, and were waiting for us. So we went to meet them.

About three o'clock in the afternoon my companion had become very weak and extremely pale as if he had drunk too much vinegar. Many times he breathlessly and pitifully sighed, «¡Ay! ¡ay! no puedo más; no puedo más;» He and I often asked our guide if the station was yet far, and, usually, the reply was that it was near and that we would soon reach the place if we would go without stopping. But how could we do it? Impossible.

One of those who were waiting for us was Mr. Diaz, the one that, as stated at the beginning, had almost perished in the forests. When we reached the place where he was lying, he humbly asked for our wine at once. Do you know what happened to him after he had drunk wine? It made him much dizzier than before. He could no longer walk now. At last he lay down in a deep gorge, and told us that he would rather die at that place than continue the journey. We were sorry to leave him alone there, but there was no better way of saving his life than to do so and get help for him. So we left him there and went through the woods.

Fortunately after we had crossed a ridge we found a nice little stream with fresh cool water. ¡Oh! how glad we were. Our hearts leaped with joy! One of us got some

water from the brook and took it to our sick friend. With this simple medicine he got a little better, though it still seemed to him that the ground was turning around him. He asked for more water, but we did not give him any more because it was not good for him to drink too much water. We cooked coffee and sent him some. A few minutes after he had drunk coffee he got well, according to his several nurses.

Meantime three ladies that had already reached the Third Station came to meet us at the brook. One of them, a lovely young woman, held a long interesting conversation with my companion and me. She told us all that had happened to her and her comrades, and we did the same thing. She talked to us so lovingly and charmingly that we forgot our weariness and our bodies became stronger and stronger than ever. Never had we had a pleasant talk in the woods as that. Were it not for her we would have been feeling tired until Manila.

While we were having a familiar conversation, Mr. Diaz and his companions suddenly came. We gave him something to eat and after a while he got very well.

We spent about a quarter of an hour more on the banks of the brook and then when everything was ready we went on after four or five minutes we reached the Third Station, being warmly welcomed by our fellow-teachers there. It was about five o'clock P. M.

*What we had in the Third Station.*—In the evening we had an informal program. It was musical and literary. Mr. Diaz, the one who had suffered great hardships in the woods, proved himself to be an excellent toastmaster and a strong orator like our Filipino Demosthenes. One American and nearly all the native teachers took part in the program. This was ended by a song known as "Good Night, Ladies."

*Our return to Manila.*—The next morning after breakfast we left the station. It was very easy in going back because we were going down the mountains and we did not suffer at all. Soon we reached the Second Station. It was, I think, a three hours

trip only. We had our dinner in the Second Station. At three o'clock we went to the shore where the launch was already waiting

for us. We reached Manila about nine o'clock.

ONITSUAF

## DEPARTMENT OF NEWS.

### NEW AGRICULTURAL SCHOOL.

Mr. G. N. Brink, acting Director of Education went to Rizal province May 8<sup>th</sup> looking for a site for the Insular School of Agriculture near Montalban. He was accompanied by the division superintendent of the province of Rizal and by Governor Dancel.

Mr. Brink spent one day in the province and returned to Manila.

### TEACHERS ARRIVED.

Forty-seven teachers have arrived last June from the United States. The appointment of teachers in the United States had been made to fill the existing vacancies in the teaching force in the Philippines.

Some more teachers are expected to arrive lately from the U. S.

The Bureau of Education is wanting pupils for the deaf and dumb school. The teacher has been secured.

### MANILA IS THE CLEANEST

#### CITY IN THE ORIENT.

Dr. Victor G. Heiser reported that Manila is the cleanest city in the Orient because the first half of the year has passed without a single death in Manila of an epidemic disease.

### THE BULACAN TEACHERS THE

#### FIRST TO SEND IN AMENDMENTS.

The Board of Directors of the Philippine Teachers' Association received the proposed additional articles to the constitution of our association sent by Mr. Ciriaco de León and signed by several teachers of Bulacan.

The Board of Directors met and discussed such additional articles and decided that no definite action should be taken until

other amendments from the different provinces be received.

### NEW GRADUATES.

The Bureau of Education has issued diplomas to the following pupils who graduated recently: Ceferino Leaño, Nautical School; Ponciana Joaquin, Normal School; Francisco Morales, Normal School; Pedro Mendiola, Normal School.

Our June edition of over 1,000 copies was exhausted within eight days after publication and no more copies could be had. Next month the demand will be still greater. Better send a year's subscription NOW.

25 cents a copy. -P. 2 a year.

"THE FILIPINO TEACHER."

P. O. Box N." 1090.

### WOMEN SAILORS.

In Denmark, Norway and Finland the women are employed as sailors. They are found to be excellent mariners. In Denmark as well as in Finland several women are employed as States Officials at sea and particularly in the pilot service. They go out and meet the incoming ships; they can climb nimbly out of their boats and steer the new-comer safely from Provincias into the harbor.

Owing to lack of space we could not publish some articles and the speech delivered by Mr. Ilaya, President of the Provincial Committee of the P. T. A. in Cebu, recently organized.

### An Interesting Gathering.

The '06 class of the Philippine Normal School celebrated their first Alumna Con-



vention on May 4, 1907. It was held in the parlor of the Girl's Dormitory which was offered to the class by Miss Coleman.

The said convention was proposed by the same class a year ago before they left their beloved school. Its purposes were to keep its members united by that strong spirit which helped them to success and to maintain the relation between the Normal School and her graduates.

Before the end of the past school year, the members of '06 class were not sure yet of the realization of the convention. But at about the middle of April three of its most active members stirred up the rest and announced the date and placed to be held. Those members who lived in distant provinces did not get the announcement on time and consequently they were absent. Out of eighteen members fourteen were present.

The gathering was an informal one. The class president and the class secretary not being present the vice-president Miss Elisea Gonzaga took the chair. Each member related her or his story as a teacher. Failures, experiences, and funny stories in teaching were told. The ex-class-prophet Mr. A. G. Pasco spoke the most. He tried to heat once more the cooling spirit of some members of the class, and to encourage them to the profession already begun. A new class-president and a new class-secretary were elected being respectively Mr. Jose Evangelista and Mr. Filemon Cosio.

The gathering was closed with an splendid lunch served, in the dining room of the same building prepared by the members from Manila. From the table they went to take a trolley ride. On their arrival to Fort Mc. Kinley they sang their class song "Red and White." This was followed by warm

hurrahs to the class color "red and white" and to the Normal color "blue and gold". The members of '06 class went to their respective homes full of spirit and enthusiasm hoping to meet each other again next year.

### Welloome.

The Board of Directors of the PHILIPPINE TEACHERS' ASSOCIATION in its meeting held June 16, 1907 accepted the admission as an active member of the Association, of Mr. Angel Dimalanta, teacher of Manila.

### Filipino Teachers.

We beg leave to call your attention to the superior advantages afforded by the Manila Students' Dormitory for board and lodging. As the enclosed circular announces, the primary purpose of this establishment is to provide homes for students from the Provinces. Learning however that many of the Filipino teachers from outside Manila are living in small messes throughout the city and would like to improve their surroundings, we have decided to make special arrangements for them.

We have just rented two large buildings on Calle San Luis, facing on the athletic field back of the Luneta. We are in a fashionable neighborhood; we enjoy the fresh sea breezes and the evening musical concerts: we offer, the use of a library, a gymnasium, baths, etc.

Kindly pay us a visit at Nos. 66 and 68 Calle San Luis, and convince yourselves that educational men should live in an educational home.

Very sincerely yours,

Manila Students' Dormitory.

per JAMES P. MONAGHAN, S. J.  
Moderator.

## GOOD INCREASE

Among the thirty-four American Teachers who have been notified that their salaries have been increased, is found the name of Edgar M. Ledyard, the wellknown and popular American Teacher in Manila.

Mr. Ledyard received the highest increase among those promoted.

"The Filipino Teacher" congratulates Mr. Ledyard as well as the other American Teachers for their promotions. Herewith we publish the:—

LIST OF PROMOTIONS IN THE BUREAU OF EDUCATION EFFECTIVE  
JUNE 9th, 1907.

Name	From	To	Station.
Moses E. Ligon	P2400.00	P2600 00	Cagayan, Misamis.
Robert Haynes	2400 00	2600.00	Tarlac, Tarlac.
Bart E. Thomas	2800.00	3000.00	Tuguegarao, Cagayan.
R. E. Spencer	2400.00	2600 00	Bacolod, Occidental Negros.
R. B. Robinson	2600.00	2800.00	Albay, Albay.
Walter J. Ise	2400.00	2600.00	Bacolod, Occidental Negros.
Lewis F. Beeler	2200.00	2600.00	Tagbilaran, Bohol.
Mrs. Carrie Anderson	2000.00	2400.00	San Fernando, Pampanga.
H. H. Sherrard	2400.00	2600 00	Bacolod, Occidental Negros.
William A. Bevan	2400.00	2800.00	Cavite, Cavite.
R. L. Barron	2400.00	2800.00	Capiz, Capiz.
William Mustard	2400 00	2600.00	Pasig, Rizal.
Herbert O. Haynor	2400.00	2600.00	Tarlac, Tarlac.
James O'Hara	2400.00	2600.00	Pasig, Rizal.
S. J. Wright	2400.00	2800.00	San Fernando, Union.
N. Richmond Baugh	2600.00	2800.00	Iloilo, Iloilo.
Leo J. Grove	2600 00	2800.00	Tarlac, Tarlac.
Lester R. Godward	2600.00	2800.00	Catbalogan, Samar.
C. C. Pyle	2600.00	2800.00	Orani, Bataan.
A. K. Hitchcock	2600.00	3800.00	San Isidro, Nueva Ecija.
T. H. Edwards	2600.00	2400.00	Cagayan, Misamis.
Miss Sarah Wygant	2000.00	2400.00	Cervantes, Lepanto-Bontoc.
F. W. Millard	2000.00	2400.00	Capiz, Capiz.
Charles E. Harris	2000.00	2400.00	Calapan, Mindoro.
John D. Russell	2200.00	2400.00	Tagbilaran, Bohol.
Mrs. Pettis A. Templeton	2200.00	2400.00	Bacolod, Occidental Negros.
William L. Mayo	2400.00	2600.00	Tarlac, Tarlac.
Alexander M. Wiley	2400.00	2600.00	Surigao, Surigao.
Joseph C. McReynolds	2400.00	2600.00	Malolos, Bulacan
A. G. Crane	2400.00	2600.00	Cagayan, Misamis.
Clifton E. Workman	2400.00	2800.0	Cavite, Cavite.
George B. Ames	2400.00	2800 00	Cavite, Cavite.
Samuel Spahr	2400.00	2800.00	Sorsogon, Sorsogon.
Edgar M. Ledyard	2800.00	3200.00	Manila High School.

## PEDAGOGICAL DEPARTMENT.

### *To Add Numbers made Easy.*

Every person, no matter how slow he is in addition can acquire speed that will simply astonish him. The ability to add numbers rapidly is a universal desire. When you know that nine-tenth of all the arithmetic of commerce consists of addition, you will not be surprised.

There are nine figures and 44 combinations of two figures each, can only be made, not including the cipher, of course. Many people, because perhaps they neglect it, are poor in addition, but they need not worry now. They can become an expert additioner by just devoting part of their spare moments, say half an hour, to practicing the accompanying table of combi-

nations. This will prove a lasting value to teachers and pupils. Try it, and you will see the result.

7	2	7	3	9	4	6	5	3	5	2
3	5	7	6	1	4	9	3	4	7	8
6	8	1	3	2	8	4	6	3	1	2
4	8	6	9	1	7	1	6	2	8	4
5	9	1	7	3	9	5	4	9	1	9
1	5	1	2	8	2	5	5	4	7	9
6	5	8	3	2	8	2	8	9	7	4
5	8	6	1	6	4	2	9	7	6	7

Directions—Any two figures seen together should instantly take shape in the thought as *one*. Example: 7 and 3 must cease to be those figures in the mind, but, must take the shape of number 10.

Continue the drill by skipping here and there until the results can be given instantly.

Then practice to grasp in the mind three figures at a time, and then four. It is advisable that you should commit to memory the sum of each of the combination, perfectly. It will help you a great deal. Give this table a fair trial and within one week's practice of thirty minutes daily, you will wonder at the result.

SCRUTINIZER

### Oral Geography.

BY J. T. TEACHER.

The study of oral geography, correlating the familiar phenomena and observational, or home geography for the "III B" is very advantageous because these familiar objects lead the pupils directly up to the point where the more formal study of geography from the text-book begins. Beside this they do not only develop the pupils' minds, but also afford some excellent knowledge of the world about us and at the same time create a geographical vocabulary which will

guide the class to definite and practical results.

### Oral Geography.

#### LESSON I.

##### LAND AND WATER.

Bring out—

1. We often call the land ground.
2. The ground is solid.
2. Every where there is either land or water.
4. We can swim in the water; but can not walk on it.

Questions:

1. Where do you walk?
2. Where do you walk out of doors?
3. Do you always walk on the ground?
4. How does the ground feel?
5. Is all the ground hard?
6. What makes puddles of water on the ground?
7. Can you walk on the water? Why not?
8. When you step on the water, what happens?

(Note for the Teacher.)

The teacher must provide himself with all necessary materials to be used in the class room such as sandboard, mud, stove, etc. in order to make and illustrate every lesson objectively if possible.

#### LESSON II.

##### THE WATER UPON THE LAND.

Bring out—

1. The land is not even.
2. Water can run away down hill.
3. Puddles are made because the land around them is higher than the ground below the puddles.
4. We call water standing in such a low place a pool.

Questions:

1. When it rains where does all the water go?
2. Does all the water go into the ground?
3. How does the street look when it rains?
4. Do the puddles fill the road?
5. Does all the water stand in puddles?
6. Why does some water run in streams?

7. Why does not the puddle run away too?

(Note for the teacher.)

Make your pupils understand the following words: solid, even, hill, liquid stream, puddle.

### The Fourth of July.

The contented we roam all the rest of the year

Amid palaces over the foam,

Oh, there is one day when American hearts

Turn fondly to country and home.

The ivi-clad abbeys, and castles, and tombs

Are seen thru a tear in the eye,

When the calendar points to that glorious date,

The Fourth of July.

We know from the pines on the Kennebec's banks

To the live-oaks, in mantles of gray

On the India River, the land of the free

Is everywhere keeping the day.

From the walls of the mansion and cottage alike,

In the breezes of summer-time fly.

The star-studded folds of the red, white, and blue.

On the Fourth of July.

So let cannons, and crackers, and pistols, and drums,

And pinwheels, and rockets that soar,

With booming and bursting, and rattle and bang,

And sputter and whiz and uproar.

Proclaim we are glad we were born in a land

The best that is under the sky,

And are proud of that truly American day,  
The Fourth of July.

MINNA IRVING.

### Memory Gems.

"A good deed is never lost. He who sows courtesy reaps friendship, and he who plants kindness gathers love."

"When you think you are wrong-stop! when you know you are right go ahead!"

Four things a man must learn to do,  
If he would make his record true;

To think without confusion clearly;  
To love his fellow man sincerely;  
To act from honest motives purely;  
To trust in God and Heaven securely.

HENRY VAN KYKE.

Speak clearly, if you speak at all,  
Carve every word before you let it fall.

DRYDEN.

Speak the truth bravely cost what it may,  
Hiding a wrong act is never the way.

H. W. LONGFELLOW.

Step by step lift bad to good,  
Without halting, without rest.  
Lifling Better up to Best,  
Planting seeds of knowledge pure.

EMERSON.

### Rules of Politeness.

1. Be polite and respectful to your parents and teachers.
2. Do not contradict people older and wiser than yourself.
3. Look people in the eye when you speak to them, and when they address you.
4. Avoid tittering and giggling in school, or in other company.
5. Do not laugh at the mistakes or blunders of other pupils.
6. Avoid loud talking or laughing on the street or in public places.
7. Do not talk or whisper at public lectures, or at places of amusement.
8. Always give up your seat to the aged.

### Duties of Pupils at School.

1. Comply cheerfully with school regulations.
2. Be prompt and regular in attendance.
3. Study your lessons carefully at home.
4. Give strict attention to your teacher during recitations.
5. Be respectful and polite to your teachers.
6. Be courteous to other pupils, and attend strictly to your own business.
7. Take good care of your school books.
8. Be careful not to injure or deface property.
9. Be honest and truthful.
10. If you do wrong, be brave and own it.

# THE FILIPINO TEACHER

REVISTA MENSUAL

ORGANO DEL "PHILIPPINE TEACHERS' ASSOCIATION"

DIRECTOR, G. Santos —ADMINISTRADOR, A. Quijano.

Dirección P. O. Box -// - 1090.

## PRECIOS DE SUSCRIPCIÓN.

	—o—	
EN MANILA	ANUAL.	P. 2.00
EN PROVINCIAS	"	" 2.00
NUMERO SUELTO	"	" 0.25

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—o—  
Se reciben anuncios á precios convencionales.  
Los anuncios que solo ocupen un espacio de 1x5  
pulgadas. P. 1.00 al mes y P. 10.00 al año.

## PAGO ADELANTADO.

*Se publica cada segunda semana del mes.*

## A LOS SUSCRITORES.

Los Señores suscritores que dejasen de recibir algun número de esta REVISTA, sírvanse notificar al administrador de la misma á fin de remediar prontamente la irregularidad.

Sírvanse tambien notificar al Administrador cualquier cambio de domicilio, para evitar irregularidades en el servicio de la REVISTA.

Los suscritores que desearan pedir de baja, sírvanse tambien hacerlo con anticipación, en otro caso serán responsables del importe de los números remitidos.

Todas las comunicaciones pueden dirigirlo al Administrador de la REVISTA, Sr. Anastacio Quijano, P. O. Box -// - 1090, Manila, P. I.

## La Instrucción Pública y los Maestros Filipinos.

Está fuera de toda duda que la instrucción pública en Filipinas se desarrolla de una manera sorprendente en la actualidad. El entusiasmo cunde, y el afán de instruirse se propaga por todas las provincias y pueblos del archipiélago. ¡Brillante porvenir está reservado á Filipinas si continúa por ese camino! Mas para que se conozca la causa propulsora de este desarrollo, séanos permitido hacer un poco de historia.

Cuando el ex-gobernador general Mr. Taft y los demás miembros de la Comisión Civil viajaban por las diferentes provincias implantando en ellas el gobierno civil, muchos prominentes filipinos de esas mismas provincias expusieron en sus discursos, entre otras cosas, la necesidad de reformar la enseñanza, y admitir el inglés como idioma oficial en las escuelas públicas, para que en su día sea este idioma el language común de este pueblo. Es bien claro que la Comi-

sión Civil no podía desatender las justas peticiones de esos filipinos, mucho más las referentes á la instrucción, porque el desatenderlas equivaldrían á frustrar las esperanzas de todo un pueblo que anhela ser grande y próspero en el porvenir.

Se reformó la enseñanza. Llegaron los primeros maestros americanos á Manila, trayendo sin duda alguna, en sus cerebros y en sus mundos ideas y planes educativos de su país para implantarlos en Filipinas. Después de una breve estancia en esta capital, se fueron á sus respectivos puntos de destino á comenzar su labor educativa.

Los maestros filipinos por la convivencia y contacto con los maestros americanos pronto adquirieron de estos los métodos más modernos de pedagogía en uso en las escuelas públicas de la Metropoli, se perfeccionaron lo bastante en el inglés, y tuvieron más conocimientos. Con este caudal de cosas nuevas les vemos cumplir su misión satisfactoriamente. Por lo expuesto

podemos deducir que el progreso de la instrucción pública se debe al esfuerzo mancomun de maestros americanos y filipinos.

Hoy día vemos que las escuelas públicas de instrucción primaria están regentadas por maestros nativos; hay, si nuestra memoria no nos es infiel, 800 maestros americanos y 300 maestros insulares filipinos (algunos de estos tienen sus distritos de supervisión); también observamos que la esfera de acción de los maestros filipinos ya no se circunscribe á las escuelas primarias sino que ya llega á las intermedias y high schools. Estos hechos patentizan de una manera elocuente la capacidad de los isleños, que en tan corto tiempo se han asimilado y adaptado al nuevo orden de cosas, al par que dan á conocer los buenos propósitos del gobierno de dar la mayor participación posible á los filipinos en el manejo de sus propios intereses, siquiera en el ramo de instrucción.

Sin intento alguno de zaherir ni menos atacar sino más bien de coadyuvar al Bureau de Educación, uniendo nuestros esfuerzos á los suyos, séanos lícito llamar su atención hacia una cosa. Tendamos nuestra mirada á los maestros municipales de los pueblos y barrios del Archipiélago, oscuros educadores, sí, pero que también contribuyen sus energías al desenvolvimiento intelectual del pueblo filipino. En la soledad de sus escuelas enseñan y educan á centenares de alumnos y perciben un salario muy exiguo que no remunera sus vigilias y esfuerzos en pro de la instrucción viéndose sumidos en una miserable estrechez económica. No comparamos su haber con otros haberes, porque las comparaciones siempre son amargas.

A aliviar esta situación precaria de nuestros compañeros de fatigas elevamos nuestra débil voz en son de súplica á los llamados á remediarla. Si los pueblos no cuentan con recursos suficientes para aumentar los haberes de esos maestros, (cosa que no creemos,) pedimos la *insularización* de todos los maestros municipales, único

medio viable para mejorar su triste estado económico. Mediten sobre esto los consejos municipales, los superintendentes de división, y el director interino del Bureau de Educación porque está de su parte el remedio.

Antes de terminar, no queremos pasar por alto la cuestión de ascensos á principales y á supervisores de escuelas. Pedimos que estos puestos se cubran por oposición, piedra de toque donde se podrá aquilatar mejor la capacidad de cada candidato. Obrando de esta manera, se desterraría el favoritismo, si hay; y muchos maestros no se quedarían postergados; y se cumpliría al pie de la letra el dicho sajón "*survival of the fittest.*"

### La necesidad de la Agricultura.

Nuestro país es esencialmente agrícola por naturaleza. El secreto de su prosperidad está en beneficiar este suelo tan afortunado en ricos dones; y el secreto para beneficiar el suelo está en traer al país todas aquellas reformas que la razón aconseja y enseña la experiencia.

Las reformas que exige nuestra agricultura consiste en dar vida al crédito territorial completamente olvidado, y en traer todos aquellos instrumentos de labranza que han inventado la ciencia y el arte para hacer más fecunda la tierra y menos penoso el trabajo. Para la primera son necesarios Bancos agrícolas y fomentar el espíritu de asociación, perenne fuente de la vida.

Tenemos la profunda é íntima convicción de que este país, tan maltratado por propios y tan favorecido del cielo, mejoraría su agricultura en corto espacio de tiempo si abandonando los malos artes y prestase oído á los consejos de la ciencia agronómica. ¿Qué acontece hoy en nuestros campos? ¡Parece imposible! El infeliz labrador de escasos medios no puede sembrar, y llevado de la necesidad acude á un usurero.

Es muy triste, tristísimo ver que la flor del trabajo regada con el sudor del infeliz agricultor se agosta en los tesoros

de un usurero, es tristísimo ver familias hambrientas, campos despoblados, pueblos miserables, cuando bajo sus plantas murmura la fuente de la riqueza.

En nuestro sentir, la usura moriría con la creación de Bancos agrícolas. En ellos tendría el labrador necesitado medios para sembrar su tierra; los que no poseen los animales necesarios para la labranza, dinero para comprarlos, y todo con interés más bajo y con resultados tan provechosos que, dentro de corto tiempo, dulce bienandanza sonreiría en nuestros campos.

Calculen pues compatriotas, como la agri-

cultura crecería en rendimientos, como la felicidad de la patria se acrecentaría; si olvidando las viejas rutinas y desoyendo las preocupaciones, estos establecimientos darían de tal suerte base á la riqueza, garantía al trabajo, y abrirían un río cuyas aguas derramarían nueva sabiduría en los campos hoy tan decaídos y postrados con mengua de nuestro nombre y grave daño de la patria, á cuyo servicio deben todos consagrar su voluntad y su inteligencia.

JOSÉ DIZON.

Singalong, Junio de 1907.

## JUAN VILLANUEVA

— DENTISTA —

*Calle Lemery N.º 415 Tondo bajada del puente de Joló.*

### La necesidad é importancia de decorar las clases.

El maestro como agente de la civilización quien recoge y distribuye los tesoros de la ciencia y del arte y como administrador de los ricos legados del pasado para la juventud de la humanidad que son las herederas de todas las naciones, debe valerse de ciertos medios que facilite el cumplimiento de sus sagrados deberes. Entre estos medios se encuentra *la buena decoración de las clases* quizás, por cuanto que es precisamente uno de los que están al alcance de todos; y cuyos resultados son de trascendental importancia.

La Pedagogía nos enseña y la experiencia nos confirma que las clases deben ser los *lugares más atractivos* de tal suerte que los niños se sientan muy contentos encontrarse allí, corrigiendo de esta manera toda aquella irregularidad que significa indisciplina, suciedad, falta de asistencia y aún hasta sus desaliños en vestir.

Para rellenar esta exigencia las clases de-

ben conservarse limpias, arregladas y sobre todo bien decoradas.

Tratándose de este último, el Maestro debe emplear también su prudente como ilustrado criterio en la selección de objetos que por sí entrañan interesantísimas enseñanzas. Los cuales objetos pueden ser, por falta de otros, los mismos trabajos manuales de los discípulos, que en mucho de los casos participan de las diferentes ocupaciones del género humano; los materiales ó utensilios que se usan para la enseñanza objetiva, como una de ellas las plantas; los cuadros de los países, ciudades, ríos, montes, lagos, etc. que auxilian en el *estudio de la geografía*; así mismo los de los animales, de los que el Maestro puede hallar oportunidad para explicar sus regiones, hábitos, de las familias á que cada uno pertenece y de los usos que los hombres hacen de ellos; y, por último, los de los hombres nobles, así como los de escenas que invitan á ejecutar *actos morales*, y en especial de aquellos ilustres y patriotas.

Por la práctica de este medio y por el

instinto de imitación de los niños, quienes absorben más de los que en realidad ven el Maestro diligente y laborioso consigue, además, una ocasión propicia no solamente para cultivar el *gusto* de sus discípulos *á lo bueno y á lo bello*, y desarrollar su *curiosidad é interés*, que son la causa generatriz propulsora de todo descubrimiento; de conocer perfectamente la cosa que pretende analizar; sino también para *inculcar* tanto el *amor al trabajo* como el *respeto á sus grandes patriotas*. Respetando á sus patriotas aprecia sus actos realizados que constituyen el patriotismo.

Este es el punto más culminante donde el buen maestro conviene fijar su atención, si quiere cumplir exactamente su cometido; porque, prescindiendo de las lecciones de patriotismo él nunca podrá formar buenos, y útiles ciudadanos que es el objeto primordial de su profesión.

He ahí el porqué el decorar las clases es necesario é importante cuando el humilde Maestro sepa presentarlo propia y debidamente, sin olvidar de explicar las lecciones que consigo envuelven siempre que las oportunidades se presenten.

L. R. ZELAZNOG.

## "BOREAL STUDIO"

JÓLO 313: BINONDO, MANILA—TELÉFONO N.º 270.

Bajo la dirección de B. Gómez,  
antiguo fotógrafo de la acreditada  
FOTOGRAFIA ZAFRA.

PEINADORA GRATIS TODOS LOS DÍAS.

### "Lux"

La Aurora se levanta radiante de esplendores  
Dorando el infinito con plácidos fulgores,  
La Noche se evapora envuelta en su capúz  
Cercada y perseguida por la naciente luz.

Y rápida volando la extraterrena lumbre,  
Ora en profundo valle, ora en la excelsa cumbre,  
Como cadencia eterna del himno matinal  
Llevaba por doquiera la gloria celestial.

Al beso de la Aurora la altura placentera  
Se baña en los desmayos de aquella luz primera,  
Y rompe, soberana, su cántico triunfal.

Y en cúspide altanera do relinchó el Pegaso,  
Como visión sublime levántase el Parnaso,  
Ardiendo en los reflejos de luz primaveral.

El cielo se oscurece de negros nubarrones  
Que pueblan los espacios cual fieros escuadrones,  
Relámpagos siniestros de ignota claridad,  
Cruzando ván veloces la oscura inmensidad.

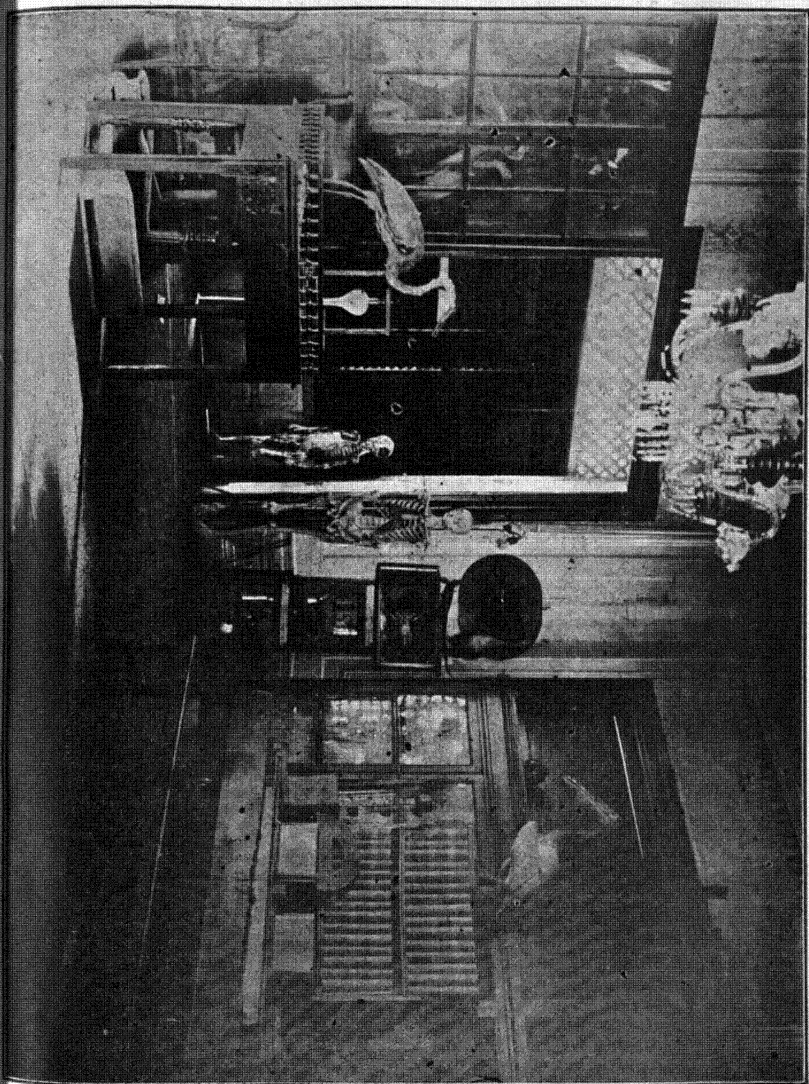
Retiembla en la espesura el pico y el derrumbe,  
El hondo precipicio y la orgullosa cumbre,  
Y suelta la tormenta sus furias sin igual  
De Genio de los vientos y Espíritu del mal.

Y mágica aparece cual bella ensoñación  
En un temblor del éter divina aparición;  
Y envuelta con su soplo huyó la tempestad.

Y señalando al frente, la cúspide radiosa  
A los mortales dijo—Venid, yo soy la Diosa  
Del Sacro Fuego Eterno, de Vida y de Verdad.

ROGER DE FLOR.





## GABINETE DE FISICA E HISTORIA NATURAL LICEO DE MANILA

CENTRO DOCENTE FILIPINO, DE 1.<sup>a</sup> Y 2.<sup>a</sup> ENSEÑANZA Y ESTUDIOS DE APLICACION.

ADSCRITO A ÉL ESTÁN LA ESCUELA DE DERECHO DE MANILA Y LA ESCUELA DE FARMACIA.

Ha obtenido el "Gran premio" para los de su clase en la Exposición de St. Luis (E. U.) y otros varios en distintos certámenes, á que han concurrido sus trabajos escolares.

203 DULUMBAYAN = Pensión para colegiales -P. 280.00 anual y matrículas -P. 2.50.—SANTA CRUZ.—MANILA.

# SUMARIO DE NOTICIAS

## Felicitación.

Lo hacemos á Mr. John Berheley Thompson por su futuro enlace con una señorita de Bloomfield, New Jersey, E. U. que se efectuará en Octubre.

Recordarán los maestros que Mr. J. B. Thompson, conocido con el nombre de «Jack» entre los americanos, es el Chief Clerk del Departamento de Escuelas de la ciudad y que marchó á América en uso de licencia acumulada. Mr. Thompson volverá á Manila en el mes de Noviembre próximo acompañado de su esposa, llamada Miss Edna Wicklam.

Mr. J. B. Thompson es natural también de Glen-Ridge, New Jersey, é hijo de Mr. William Thompson.

## Cambio de principal en la escuela de Paco.

El Sr. Simplicio Manuel Principal de la escuela Pública de Paco ha dimitido del cargo que había ocupado por mucho tiempo. En su lugar ha sido nombrado el joven inteligente Sr. Timoteo Faustino, maestro de la Escuela de Meisic.

## Trade School

Los edificios de Arroceros, donde antes estuvieron los almacenes de la ciudad, han sido ocupados por el Trade School desde Junio.

Mr. Ma Gee superintendente de división en Ilocos Sur y superintendente interino que ha sido de las escuelas de la ciudad de Manila, durante la ausencia de Mr. O' Reilly, ha sido el designado para estar al frente del Trade School. Hemos oído decir que Mr. Ma Gee ocupará dicho puesto solo por algunos meses, porque su anhelado deseo es ocupar la superintendencia de Iloilo.

## Escuela Industrial

El Arzobispo Harty tiene el proyecto de establecer una escuela industrial en Benguet, para los igorotes de dicha provincia. Hay en la actualidad una escuela de la misma clase en Baguio, costado por el gobierno, y con el proyecto del Sr. Arzobispo ya tendremos dos. Veremos cual será la mejor.

## Privilegio.

La Universidad de Sto. Tomás, El Ateneo de Manila de los PP. Jesuitas y el Colegio de las MM. Asuncionistas, han presentado á la comisión una súplica, pidiendo que se les conceda el privilegio de conferir grados y dar diplomas. El comisionado de Instrucción, Mr. Shuster, ha examinado los programas de dichos colegios y vió que podía conceder lo que con justa razón piden.

JOSUÉ SONCUYA

FERNANDO SALAS

# SALAS Y SONCUYA

## NOTARIA PÚBLICA

*Bufete: Calle Legaspi N.º 77 Intramuros, Manila*

P. O. Box N.º 1079—Teléfono N.º 2187.

### Ya no son Maestros.

El Superintendente de las Escuelas de la ciudad ha recibido las dimisiones presentadas por las Srtas: Librada Avelino, y Carmen de Luna Principal y Maestra respectivamente de la Escuela Pública de Pandacan; y los Sres. Ramiro P. Oliver, Maestro de la Escuela de Paco; Ignacio Vitalis de la Escuela de Intramuros; Simeon del Rosario, id. de San Miguel; Sra Petra Zapata, id. de San Miguel.

Por lo visto estos Sres. cansados ya de enseñar tratan de buscar otras ocupaciones, donde encontrarán más descanso y libertad; por de pronto sabemos que las Srtas. Avelino y de Luna serán la Directa é inspectora respectivamente del «Centro Escolar,» colegio de 1.ª y 2.ª enseñanza para señoritas, establecida en la calzada de Iris núm. 841; el Sr. Oliver trabajará en la oficina de teléfonos; y el Sr. Vitalis estará en la oficina del Dr. Preston. Esperamos que dichos Sres. consigan un buen éxito en la tarea en que van á dedicarse.

### Plano de una Escuela.

Hace poco, el arquitecto Parson ha presentado los planos de la nueva escuela pública que se construirá en Tondo.

El edificio, constará de dos pisos, en la parte baja habrá nueve departamentos: ocho para clases y uno para biblioteca. En la parte alta habrá siete habitaciones: seis para clases y una para salón de actos, además de la terraza que mirará á la calle.

### Boletín de Sanidad No. 5.

El departamento de Sanidad ha ordenado la impresión de 1.500 ejemplares en inglés del boletín de sanidad número 5 referente á la *tuberculosis*.

Dichos ejemplares se distribuirán entre las escuelas del gobierno para explicarlo en relación con el estudio de la higiene y fisiología.

### Inspección Médica.

Se oye que el Dr. A. D. Peck, del Hospital de San Lázaro, hará una inspec-

ción médica en las escuelas públicas, por orden del Buró de Sanidad, para ver si los alumnos sufren enfermedades de la vista, oído, lengua, etc.

### Una Inauguración.

Dentro de poco se inaugurará «El Alba» una asociación de estudiantes de Calauag y López, de la provincia de Tayabas.

En un meeting celebrado el 27 del mes próximo pasado por sus activos miembros acordáronse verificar el acto en la casa de su entusiasta Tesorero, que se encuentra en la calle Requesens N.º 87, Santa Cruz.

Deseamos á sus miembros un éxito.

### «Kabinataan Guiguinto.»

Este es el nombre de una asociación instructiva y recreativa organizada por los jóvenes de Guiguinto, de la provincia de Bulacán, cuya inauguración tuvo lugar el 16 de Junio último.

El acto fué muy concurridísimo.

Enviamos, por este motivo, nuestra enhorabuena á los miembros del «Kabinataan Guiguinto.»

### Buena Idea.

El consejo municipal de López Tayabas está dando los primeros pasos para adquirir una suma de dinero suficiente, con destino á la construcción de una escuela, de estilo moderno.

Adelante, así se gobierna mejor.

### Duración de Estudios Médicos.

Hace poco se acordó, por la Junta Directiva de la Universidad de Medicina del gobierno, que los estudios duren cuatro años.

La Junta estaba representada por los señores Shuster, presidente, Worcester, Tavera y Freer, dean de la Facultad.

### A nuestros colaboradores.

Por falta de espacio no hemos podido insertar en este número los trabajos de colaboración que hemos recibido últimamente. Suplicamos á nuestros colaboradores que manden sus artículos siempre antes del día 20 de cada mes.

# THE FILIPINO TEACHER

PAHAYAGAN BUANAN

Taga pamansag ng Philippine Teachers' Association.

## PAUNAWA SA MGA BAMBABASA

Ang pahayagang ito, ay lalabas sa twing ikalawang  
Sábado ng bawat isang buan.

Ang pahayagang ito, ay lalabas twing ikalawang Sábado ng bawat isang buan.

Lahat ng ibig magpadala ó magpalathala ay makaliliham sa aming Tagapangasiwa na si G. Anastasio Quijano. Lalagyan sa Correo, blg. 1090 Maynila S. F.

### Halaga ng pagpapadala.

Sa Maynila.	P. 2.00	isang taón.
• Lalawigan.	" 2.00	" "
• isang salin.	" 025	" "

### Pagpapalathala.

Ayon sa pagkasunduan.

### Ang Pagpapalusog ng Katawan.

(Alay sa mga Gurong Filipino)

Ang mga guró na ibeg tumupad ng lubusan ng kanilang mabigat na tungkulin, ay kinakailangang huag lilimutin na sa pagpapayaman ng isip ng bata at pagbabalakas ng mabuting kaugalian, ay malakip ang pagpapalusog ng katawan. Ang guró, na walang ibang adhiká kupdi pagyamanin ang isip ng kanyang tinuturuan kahit na ika-sira ng katawan ng bata, ay sumising say na totoo sa mga bagong paraan ng pagtuturo at nagpapakilala ng di pagkataho ng lubusan sa kanyang tunkil na "Tagapaghandá ng mga tao bukas." Isang mayamang pag-iisip na ilankap sa isang mahinaang katawan ay di pakikibangang maluut, pagkat nanganangib kay mabangis na *Kamatayan*. At kung dili man, ay magdadanang isang malunkot na kabuhayan na siyang di magiututol ng paggamit sa kanyang mayamang isip. Ngunit ang isang katawang malusog at masanib sa isang katamtamang pag-iisip, ay maaasahan natin ang lubos na pagtatagumpay sa ano mang kanyang layunin.

Makalilibong mabuti ngá na hayaan ang batang lumaki na may taglay na kamunting kaalaman, kay sa pagplitang palusugin ang isip ng isang masasaktin at mahinang bata.

Ang mga paghahakang ito'y bungá ng aking pagmamaisid sa mga nangyayari. At ngayo'y aking patotohanan. Ang lilong hinangaan at pinakapuring anak ng America sa sansinukub ay pawang (kundi man lahat) naghubat sa banig ng kahirapan. Sila'y mga anak niyong tugapagbunkal ng lupa at mga mangangahoy sa bundok. At dahil ngá sa pagkamalusog ng kanilang katawan na nasangkapan ng bunkal (desarrollado) na isip, pagkatapos ng di mabilang na hirap at pagtitiis, (ito'y di mangyayari sa isang mahinaang katawan) ay nakagagawá sila ng mga bagay na di inaasahang mangyayari.

Sa mga katotohanang nabangit na sumu-

surot sa ating mga mata, ay di pa kayá natin matatangap na mulá sa kanilang pagkabata ay nahima'ing sila sa pagpapalakas ng katawan at ng sumapit sa katamtamang gulang, ay di lamaog tinaglay nila ang pagkamalusog ng isip, kundi pati ng isang malakas at punong-punó ng pagasang katawan, na siyang ikinapangyari ng pinakapuring kanilang mga gawá?—Kung tinatangap natin itó, ay kinakailangang gawin sa ating mga paaralan at ng ang magsisisibul na hahalili sa atin, ay di lamang magtataglay ng karunungan at mabuting ugali (na madalis ay di magamit) kundi pati pagkamalusog ng katawan na siyang nagbibigay ng tapang, pagasa at pagkamatiisin.

ALINOLIO ARREONA

### PALATHALA

SA MGA KASAMAHANG GURO SA STA. MESA.

Udiok ng isang masarap na pagsasamahang aking nálasap, sa loób ng isang taón sa pilio ng mga guró sa paaralan Sta. Mesa, hinangad niyaring budhi ang magpahayag, sa pitak ng pahayagang ito, ng matulis na kalúkutang tumimó sa aking pusó, sapól ng lisánin ko ang nasabing paaralan.

Jalós niyaring sarile na ang aking pagkalagay doón ay di makakatimbang ng isang dakót na buhangin upang magtibay ang kanyang kalágayan at di rin namán magpaparupok ang aking pagká walay.

Datapwa't di kailá, na yaring bubót kong isipan ay may pinággahinugán at nápataás ng isang bating sa pagkilála ng ganap, wastó at maayos na pagtupad sa aking katukulan. Do'n ko rin nawán natikmán ang matamis na kabáitan at gandang loob na ipinamalas ng mga batang aking tinúruan, na mapagmamalake ng kahet sino, at naghabilin ng masasayang ala-ala dine sa kalooban, na kinalaró-laró sa isip ng nagdaán bakasión.

Ang pagka alis ko sa paaralang Sta. Mesa at ang pagkalayó sa dating mga kasamahang

doon ay kapwa nagpabaon sa aking ng isang damdamin, datapwa't lugod namán sa isang bandá ang sa aki'y sumalubong dáhil sa ako'y nápalipat sa aking bayang Pandakan, at liban dito'y wala na akong ibang pagtuturuán, kung mangyayari, kundi ang Sta. Mesa.

ED. GUASON.

## KATUNGCULAN SA PAGBASA.

(Handog sa "The Filipino Teacher.")

Tunay at di maikakaila na ang pagkakasulong at pagkakálaganap ngayon ng ating mga pahayagan, gayon din naman ang pagkakahilig ng ating mga kababayan sa pagbabasá ay lubhang malaki.

Kaibang kaibá na sa mga dating ugali: mula sa isang paslit pang bata hangan sa úgugod-ugod nang matanda buhat sa lalong masalaping mayaman hangan sa isang abáng duk-ba ay walang kinagigiliwang basahin kundi ang isang pahayagang lalong lalo na't kung ito'i tagalog.

Lubhang kahanğahanga ang mga nangyayaring ito, masasabi ngang ang lahing filipino'i uhaw na uhaw sa ngalang pagkakátuto.

Tanghaling tapat ay makikita natin sa mga bahay—gawaan, sa sulok ó pitak ng isang dáraanan ó pinto, ang mga anak ng Filipinas, sinasamantala ang sandaling pagpapahinga sa pagbabasá ng sarisaring mga pahayagan.

Kung gabi naman sa paligid ng isang dulong, ay matutunghán natin ang isang munting pulong na kahit sa liwanag ng isang kukutapkutap na ilaw, ay nangagbabasá at nakikinig ng sa mga araw-araw na balita.

Dapwa, sa gitna ng lahat na ito'i babangit ako ng ilang bagay na kundi man malimit, ay siya namang karaniwan mangyari.

Di mamakailang yugtong ating nakikita sa mga lansangan ang madalas na pag-aagawan ng mga kotsero't faginante sa isang pahayagan.

Matatangap na ito'i isang tanda ng pagbalikawás sa dating mga ugali, isang paghahangad na masilayan ang kanilang dahop na isip ng ngayon'i mga bagong turo at aral, nguni't kung minsan nama'i nagkakáganito, sila dahil sa udyok ng isang pagkakagaya na lamang.

At upang ako'i huag pakaláyo sa mga isinaysay ay matiyagan na lamang natin ang ginagawa ng isang nagbabasá; pagkaumaga't nápa sa kamay na niya ang isang pahayagan, ay walang unang tutunghin kundi iyang mga tudling na may halong katatawanán ó kaya'i walang gaanong kabuluhán: hindi ang lalasapi'i iyang mga na sa unang tudling ó pangbungad na kung tawagi'i «artículo de fondo», tudling na pakikinabangan't kápupuluan ng maniningning na ilaw ng isip at puso at ng katas na ikububuhay.

Kaya nga't di lahat ng nagsisibasá't nakikinig ay sakawawatas ng sa mga pahayaga'i salabathala pagka't sa tuid ó hindi ang buma-

basa at nakikinig, ay patuloy ng patuloy, di na sinisiyasat kung liko ó tugma ang kanyang pagkakabigkás at pagkakáulinig.

Kung sakali't lahat ng ito'i mangyari, subukan nating tanungin kung anó ang kanilang binasa't nápakingan, dili nga di tayo sasagutin, nguni't sa abá natin bibigyan ng isang tiwali ó kaya'i pabaligtad na kahulugan, patutunayan, бага ma't di pa nangyayari húhulaan ng papagayo't papaganito, maghabaka ng pabalang balang, isasalaysay ng kaiba at di tumpak sa isinasasad ng mga pahayagan, anopa't kálupit-lupit ay wala tayong mawawatasan ni isa man lamang na pamamalita at marahil ay paniwalaan pa kundi nga lubos na nababatid.

Yto'i sa anong dahil? Sa ano pa, kundi sa kapabayaang suriin munang maigi ang binabasa't narinig:

Kaayaayang totoo ang kináhihiligang ugali ng ating mga kababayan. (Sulong! at kahit manawari tayong lahat ay mapanibulas at mapanuto sa laodasing iyan, pagka't kung lahat ay marunong ng bumasa, mabahawi na iyang pag aagam agam, hindi na masasabing lubóg ang lah ng filipino walang karapatan di pa ukol at walang káya, kulang ng dunong at kong anó-anó pang mga paratang na lubhang nálalabag at nakapúpusyaw sa ating dangal at pagkatao.

(Sulong!, ang muli't muling uulitin ko nguni't isang pasubali lamang manangan tayo sa kawikaan din nating «lumakad ka ng maraban at ng kung matinik ma'i mababaw».

Sa katagang sabi: Maghasá tayo ng magbasá, nguni't isang pagbabasáng may káparahan at may paghahangad na mátuto, yamang ito ang siyang pinagmimithian ng lahat kong mga kalahi at kababayan.

Sa ngalan ni (GONZALO GUE MALAY).

PEDRO R. ANTONIO.

## MGA TALA NG AKING KAYUPI ANG PAGLALACBAY SA LAMAO.

Isang tanghaling tapát na kasalsalang ang inet ng araw ay makapapanot ng túkiók ng mga naglalakad na tawo, sa nakaá-akit at masasayang langsang ng ng Maynilá, ng ako'y dumating sa isang po'k na malápit sa monumento ng dakilang tumuklás nitong ating lupá na si M. gallanes. Sa nasabing poók ay mayroong ng mga kasamahang náuna sa akin at nangag-aantay sa ibang sunódsunód na nagdátinğán. Di namán nagluát at sálalapit ang sasakyáng aming lulúanan sa duongán. Pagkading ng isang salitang «Comon» lahat ay kumilos at kanikaniyang búhat ng balútan, at sa isang kisáp mata'y lahat ay na sa sasakyán Samántalang nagbahanáp ng mabuting kálulúklukan ang iba, at ang ilan namá'y nagsisiyasat sa anyó ng loob at labás ng «Bobol» at sa nangágki-kinabanan mga kasangkapan, niya, ay siyang

pagdating ng mga guróng babayi na nanag-sitirá sa Dormitory at k-ákbáy ang makisig na si Miss Coleman. Matapos ang isang «tik-tak» ng kodak ni M. Ledyard, ang aming sasákyan ay malúmanay na kumilos at minulán ang pag kawág ng walang págod niyang galamay.

Sa magkabilang páinig ng ilog Pasig, púnuan ng nagsisiksikan, iba't ibang ayos, anyo at lake ng mga sasakyang nagdadala at kumúkuha ng ating mga kayamanan. Sa pook na ito'y walang māmamalas kundi páwang pagkilos. Ang pook na ito ang twiná'y basá sa dileg ng pawis na pumápatak buhat sa mga noó ng mga walang pagál na mang gagawa; mga vapor, lorchá, bergantin at kaskó ay nanagagúunahan pawá sa pag-áhon at pagsasakay ng mga kalákal; ang tunóg ng mga púkpukan ng bakal, ang híhep ng mga vapor, ang taginting ng mga mákina at ang asó ng mga páusukan, ay páwang isang masayang tugtuging nakikibagay sa hakbáng ng mga mangagawa at sa kilos at takbó ng mga bangkang nagsasalimbawang túlad sa mga isdá, at pinatatontalón ng magulóng túbig na kanilang kinálulutangan; dako sa roón sa may bucána ng ilog Pasig, mamasdan ang mahába ng bákod na bató, na pinág-gugulan ng di bahamak na salapi sapól sa pámahalaáng kastilá hangang ngayon, at sa loób ng tinúrang bákod na bato, nanagpapahingalay ng kanilang págod ang malalaking sasakyan, at ang iba namán ay nákasadsád dáhil sa págbabagong áyos ó dili kaya'y sa pagtatapal ng kanilang mga bútas; dako pa sa itaás, ang kamanghá-mangháng bagong Maynilá, na noóng di pa natátagaláng panáhon ay túbig na pinápaliguan ng di mabilang na tawo at kabayo, ngayo'y lúpang matigáb at maráhil, malapad pa sa loob ng Maynila; sino sa mga matatandang na sa ilálim ng lupá, na kung magsipágbangon at ito'y māmamalas ay di habakáing isang mitagro ó talagá ng Dios? Oh pagkasulong ng kataúhan! Ang lahat ng ito'y nágdudulot ng masayáng ngiti sa bagong dumáratang at malugod na nag-áanyayang magtuloy po kayo, at dito'y mayroong kayóng matitirahan, di kayó magugutom ni maúuhao at makákakuha ng anománg ibigin sa may pahintulot ó walá ang may arí. At sa umáalis namán ay nagpapabáon ng matatamis na ála-ala, káhit nagíng katulong ó kaáway ng mga tagarine.

Di naláon at nápatapát kami sa balítang bayan ng Cavite. Ito ang báyan sumáksi sa mahahalagang bagay na nángyari sa ating lupa sapól ng ito'y masákop ng mga kastilá; gaya ng pagsalakay nina Limahong (inchek); Van Noort (holandes); Draper (inglés); Dewey (americano); sa mga taóng 72, 96, 98 at sa kahulihulihan ay kina Felizardo, Sakay at kasama, at sa lahat ng mga kasakit-sakit na pahirap na nangyari doon. (*Itutuloy.*) *Ed. Guasó.*

## SARISARING BALITA

### PATALASTAS

SA AMING MAMBABASA.

Magalang na ipinatatalastas sa lahat ng sa ami'y nagpadala ng mga lathala at salaysay, na di mangyayaring isatudling sa labas na ito, dahil sa kakulangan na ng puang sa aming makitid na dahon. Ganoon din ipinamamamhíc namin sa lahat ng ibeg magpadala ng salaysay; na kinakailangang sumapit sa aming kamay, huag luluat sa ika 15 ng bawat buan.

### 6 Nagwagi ang Distrito N.º 1.

Sa timpalak ng mga booth (bahay-bahayan) sa Jardin Botánico na ginanap noong ika 4 ng Julio, ay pinasiyahan ng Comité de Festejos na manalo ang booth N.º 17, dahil sa kahusayan ng pagkakagayak.

Ang booth na binangit, ay napapamutihan ng sari saring bulaklak at dahon ng kahoy na sa isang masusing pagmamásid, ay mababanaagan ang kanyang uring watawat (bantera) ng América. Sa pinakataluktok na harap, ay nalalarawan ang ibong Aguila; hindi sa pamamagitan ng color kundi sa mayyos na pagkakaugnay-ugnay ng tatlong kulay na bulaklak (red, white, blue) at dahong tuyú na siyang ginawang pakpak at balahibo.

Pinahahatdan namin ng maligayang bati ang mga guró sa Distrito N.º 1; na binuboo ng mga paaralang Sampaloc, Sta. Mesa, Pandacan, Paco at Sta. Ana.

### MGA BAGONG KASAPI.

Tila nagpapasimula na ng pagbabagong buhay ang malaong nalulupaypay na Kapisanan ng mga Gurong Filipino. At sa katunayan nito'y dalawang pu't isang gurong lalawigan at dalawang gurong Maynila ang kaaanib pa lamang sa nasabing Kapisanan.

Ang canilang mga pangalan ay ang sumusunod. Bb. Victoria Rufino, guro sa Navotas, Rizal; G. Valentin Dar Santos id id id; G. Quintin Santos, id id Pasig; G. Andrés Bernardo id id Meisic, Maynila; G. Martin Aragon, id id Pasay, Rizal; G. Felix M. Tuason, id id Cabanatuan, Nueva Ecija; G. Eulalio Maniaul id id id; Bb. Gregoria Lindo, id id Concepción Tarlac; Bb. Maura A. Bernardo id id Mexico, Pampanga; G. Egmidio H. Zamora, id id Bayambang, Pangasinan; G. Felipe Masacupan, id id Siniloan, Laguna; G. Pedro Tontillas, id id San Marcelino, Zambales; G. Urbano Baceay, id id Iguig, Cagayan; G. S. B. Quintano, id id Oas, Albay; G. Teodorico Renot, id id id; G. Pedro Manalo, id id Morong; Rizal; G. Alberto B. Ilaya, id id G. Cebu, Cebu; G. T. R. Alberto, id id Rosales Pan-

gasinan; G. Vicente Diaz, id id S. Nicolas. Maynila; G. Lazaro Maliz, id id Bacolor, Pampanga; G. Mariano Batungbacal, id id Balanga, Bataan; G. Simeon Tuazon, id id Orion, id.

### ANG SUPERVISOR SA MEISIC.

Ang kilalang gurong ito na si Mr. E. T. Brink ay nalipat sa Sampaloc Intermediate School upang manupad ng tuncol na pagca Principal.

### PULONG NG TAGA-TURO SA MALULOS.

Sa isang lathala ng kapamahayagang Plaridel ay napagtanto namin na ang masipag na delegadong si Mr. Meliton Cruz ay tumawag ng isang pulong ng lahat ng guró sa lalawigang Bulakan. Ang pulong na ito na idinaos sa bahay ng guróng Aurea Candelaria, ay dinaluhan ng mga guró sa Bukawe, Bulacan, Sta. Maria, Hagonoy, Malolos, at marami pang taga ibang bayan.

Pagkatapos na pagtalunan ang alituntunin ng kapisanan ng mga Gurong Filipino, ay pinagkasunduan ang pagtatatag ng isang pangasiwaang lalawigan sa pangulong bayan (capital) at isang pangasiwaang bayan sa baw't isa.

Bubuoin ang nauna ng isang pangulo isang panglalawang pangulo isang kalihim isang taga-ingat yaman at pangalawa nito. Ang sa huli nama'y ng isang pangulót isang kalihim-tagaringil.

Gagawin ang paghabalalan sa twing panglalawang lingó ng panahon ng pagaaral ng lahat ng tagaturo. At sa huli'y minagaling na ipadala ang lahat ng pinagkayarian sa pulong sa pangasiwaang pangkalahatan (central) ng Kapisanan ng mga Guróng Filipino upang maisanguni kung ang gayo'y nababagay na masunod ó dili kaya'y mabukod. Nabalal ang delegadong si Mr. Meliton Cruz na mauucol muna ng pagkapangulong pangasiwaang lalawigan.

Marahil sa susunod na pulong-karaniwan ng Kapisanan ng mga Guróng Filipino ay paguusapan ang bagay na ito.

### Ang mga nagsilabas sa Pagsusulit sa Paaralan sa Panggagamot ng Pamahalaan.

Ang mga nagkapalad na lumabas sa pagsusulit na ginanap sa kagawaran ng Servicio Civil noong buwan ng Mayong nagdaan ay ang sumusunod: Bb. Paz Maria Mendoza; Gg. Manuel Ramirez, Isabelo Concepción, Rafael M. Santos, José P. Manalang, Martin P. Santiago, V. H. Jalanda ni, José Fabella, Silverio T. Garcia, Pio Valucia y Enriquez, at José Julián y Tolentino.

Liban sa dalawang nauna'y ang lahat ay magsisipagsulit uli sa mga asignaturang kanilang kinahulugan, pagkatapos ng primer curso.

Sa lahat ng nagsipagsulit na ito'y si Bb. Maria Paz Mendoza, ang nagtamo ng lalong mataas na promedio.

Canocn din ay tinanggap sina Gg. Florendo at Clemente Dayrit Nepomuceno upang makapag-aral sa 2.<sup>o</sup> at 3.<sup>o</sup> año.

Binabati namin ang lahat ng nagkapalad na ito at lalong-lalo na ang magandang Bb. Maria Paz Mendoza.

### ISANG MABUTING PANUKALA

Ang kilalang americanang si Mr. E. M. Ledyard guró sa Manila High School ay may isang balak na kung magcatotoo'y nararapat na ating pakapurihin.

Ang panucalang ito'y nasasalig sa caniyang paniniwalang ang lahat ng Guróng Filipino ang siyang mapagkukunan ng hugis ng ating lahi. At sa pagnanasa niyang pabulaanan yang maling paniniwala sa Estados Unidos na tayong mga Filipino ay cawanki ng mga Igorrote ay kinunan niya ng larawang pulupulutong ang lagat ng guróng nagsipasoc sa Escuela de Verano. Ang mga larawang ito'y ipamudmud niya sa ibat-ibang bayan sa Estados Unidos, upang pasinungalingan yang mga gawa niyang ilang americanon, na sa pagcasilao sa kintab ni Pilac ay di na inalala ang ikapupugay ng dangal ng isang lahi.

Sulong Mr. Ledyard!

### SI MR. MAGEE.

Ang Superintendenteng ito sa Ilocos Sur ay paririto sa Maynila upang mamahala sa Artes y Oficios at manupad sa tunkol na kagawad sa Lupong Tagapagbanda ng mga Bagong palakad sa pagtuturo.

Sa huling pulong ng mga Superintendente de división na idinaos noong Enero, ay pinagkaisahan ang pagtatatag ng nabangit na Lupon.

Mula noóy minulan na nila ang paghahanda ng bagong palakad na susundin sa pagaaral ng pag-gawá sa kamay, ng lahat ng paaralang mababa (primaria). Isang salin ng patakarang ito'y ipinadala sa lahat ng Superintendente at Supervisors ng mga paaralan upang ip talastas ang kanilang pasiyá.

Ang patakarang nasabi, kalakip ang mga pasiyá ng mga Superintendente at Supervisors, ay nasasakamay ngayon ng tagapamahala sa Kagawaran ng Pagtuturo na si Mr. Brink Pagkatapos ng kanyang pagsusuri, ay ang patakarang nabangit ang siya ng susundin ng lahat ng paaralan sa Sankapuluan.

### ANG LEY ELECTORAL.

Kabibigay pa lamang sa Secretaria Ejecutiva ng kamanunulat na si G. Lope K.

Santos ang pagkakasalin sa wikang tagalog ng nasabing Ley.

Ang aklat na ito na pinamagatang «Patnubay ng mga Manghahala» ay kinakailangang mapasakamay ng mga elector na di nakakatalos ng Wikang Ingles ó Castila at ng lubusang matalastas nilá ang mga kaparaanan ng paghahalal at ang mga kinakailangan upang maging manghahahal.

### PAGLALACBAY SA POLO NORTE

Ang mapangahas na americanong si Robert P. Peary, ay nagtrahautá na naman sa caniyang pang anim na paglalacbay, sa malalamig na puló ng dagat Artico. Sa caniyang huling paglalacbay, ay sumapit siya siya sa «latitud 87°6'», lugal na cailan ma'y di pa nasasapit ng tao.

Tignan natin cung sa pang-anim ha ito'y sapitin niya ang pinacaa sam na Polo Norte.

### ANG PENSIONADONG

#### SI IGNACIO ROSARIO.

Isa sa mga nagaaral sa América sa gugol ng pamahalaan ay nabibilang si Ignacio Rosario. Siya'y casalucuyan nagaaral ng Leyes sa Universidad sa Washington. Sa isang sakit na di nailagan ay namatay siya noong ica 7 ng Abril na nagdaan. Ang caniyang bancay, ay di pa balalaong dumating at ibinigay sa caniyang mga magulang.

Cung naalala pa ng madlá ang binatang ito'y isa sa mga napile sa Sampaloc Intermediate School noong Octubre ng 1903.

### PAGCACATUCLAS NG

#### MGA CABAONG.

Ang naging casamahan naming si G. Sofronio Calderon ay nacaatuclas sa isang pagcacataon ng mga cabaong sa lupang Sant na, canugnog ng ilog Pasig. Ang mga cabaong na ito'y binihinala na yari ng mga unang panahon pa, dahil sa tabas na t toong cacaiba sa casalucuyan ginagamit natin. Ang tabas ay mabibilog at hucay sa gitna na may dalawang takip na cahoy rin sa magcabilang dulo. Bucod sa mga bungó at butong naroroon, ay mayroon pang mga hiyas na hanga ngayo'y kinkim ang catibayan.

Mahalagan totoo ang natuclasan ito ni G. Calderon at cung sacaling mapatunayan ang caniyang paghahaca, ay isa pang dagdag ito sa Kasaysayan ng ating bayan.

### ANG PAGCACAHATI NG

#### MGA PAARALAN.

Ang mga paaralan sa Maynila ay nahabat sa anim na pancat. Nguzit ngayon ay hinde na. Ginawang apat na pancat lamang. Ang mga paaralan nagcacaanib sa balang isang pancat ay nangagcahiwalay at napasama sa ibang paecat. Sina Miss. Durham, Mrs. Bryan

at Mrs. Nail (Miss. Clark noong arao) at Miss. McGee ang nangahalal na supervisors. Cailan pa caya macacakita tayo ng Filipinong supervisors?

### ANG TAGAPAGTURO SA MGA IGORROTE.

Ang kilalang gurong americana na si Mrs. Kelly, tagapagturo sa mga paaralang Igorote ay dinala sa Hospital Civil upang magpagaling sa caniyang sakit na dinaramdam. Hinahanḡad namin ang caniyang paggaling.

### ISANG BABAYENG ABOGADO.

Ang tinangí sa mga dalagang Sampaloc na si Maria Francisco, anac ng kilalang mananagalog na si Grabiél Francisco ay tumanggap noong Lunes ica 10 ng Junio sa facultad ng Escuela de Derecho ng pagca Licenciada sa Ciencias Juridicas. Sa gitna ng di mabilang na tao at di magcamayao na palacpacan ay sinootan ang marilag na binibini ng toga at muceta ng facultad ng Derecho.

Pagcatapos nito'y nagtalumpati ang Director ng paaralan, na si G. Sumulong at pinacapuri ang mapalad na Mary at tuloy naghagis ng ilang mga aral sa cabinataan. At sa huli isang gana at masarap na lunch ang linasap ng lahat. Pinaabot namio ang pakikiluhod sa matalinong cababayan lakip ang nais na siya'y magtagumpay ngayat magpacailan mon.

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